

TELL KY Survey Data Analysis School-Based Decision Making Council Training

Kentucky Teaching Conditions School Improvement Training Guide for SBDM Councils



This SBDM training material was developed by the Kentucky Department of Education (KDE), the Kentucky Education Association (KEA), New Teacher Center and the Kentucky Association of School Councils (KASC).

With special thanks to Brian Adams and Victor McElfresh (Mason County Intermediate School), LuAnn Asbury (KEA), Ronda Harmon and Liz Erwin (KASC), Ann Maddock (New Teacher Center), Troy Teegarden and Phil Daugherty (KDE).

Facilitator's Guide for the TELL KY Survey Data Analysis Presentation

The TELL Kentucky 2011 School Improvement SBDM Training is intended to assist school councils in using their own TELL Survey data, along with data points, in determining action steps to follow toward improving teaching conditions over the next year.

Objectives:

- Become familiar with your school's TELL data and website.
- Understand the drill-down process in order to analyze the data.
- Be able to unpack, disseminate and discuss teaching conditions data to create action items for school improvement.
- Engage in a process to improve teaching conditions in the school for all teachers.



TELL KENTUCKY

TEACHING, EMPOWERING, LEADING AND LEARNING

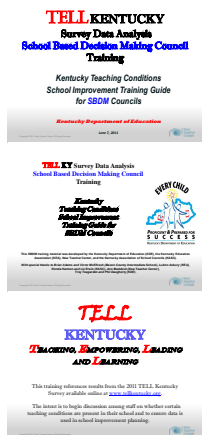
This training references results from the
2011 TELL Kentucky Survey available online at
www.tellkentucky.org.

The intent is to begin discussion among staff on
whether certain teaching conditions are present in
their school and to ensure data is used in school
improvement planning.

SLIDE(S)

CONTENT

Slides 1-3

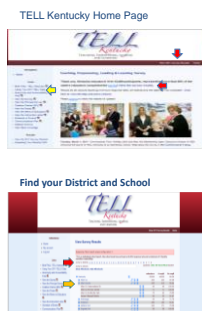


Welcome and Introductions

- We know sometimes we take surveys just because we were told we have to take them. We don't always realize the purpose. This time, we had a very real, immediate and relevant reason to take this survey; it gave each of us a voice to give administration, parents, community members, and district and state policy makers information about our teaching conditions.

*Our goal is to change the teaching conditions in this school for the better, so that teachers want to come to work every day and teach **ALL** students to achieve at high levels.*

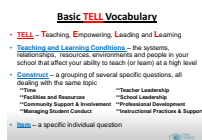
Slides 4-5



TELL KY website:

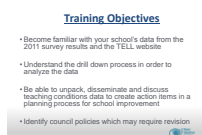
<http://www.tellkentucky.org/>

Slide 6



Basic TELL Vocabulary

Slide 7



Review Training Objectives:

As with any good teaching, we have to know where we're going to establish a focus. Here are our objectives for our time together.

- Become familiar with your school's TELL data and website.
- Understand the drill-down process in order to analyze the data.
- Be able to unpack, disseminate and discuss teaching conditions data to create action items for school improvement.
- Identify council policies which may require revision.

Slides 8

Agenda

- Connecting to the Data
- Setting the Context
- Drilling Down into the Data
 - Understanding the Constructs
 - Examining Items
 - Analyzing and Discussing a specific Item
- Creating an Action Plan

Review the agenda:

Here is our roadmap of where we're going today, for those of you who like to see the big picture:

- Connecting to the TLC (Teacher Teaching conditions) Data

Setting the context for our work:

Drilling Down into the Data

- Understanding the Constructs
- Examining Items within Constructs
- Analyzing and Discussing Item Data
- Creating an Action Plan
- Closing

Slide 9

What We Know about Teaching Conditions

- It matters for **kids**
- It matters for **teacher retention**
- Principals and teachers view teaching conditions differently

What we know about Teaching Conditions:

1. We now know that they matter for **KIDS**.

- “Teacher teaching conditions are student learning conditions.” With the 2008 survey data, the New Teacher Center analyzed the relationship between survey responses aggregated to the school level and student performance as measured by the performance composite (the percentage of students at or above achievement level III/proficient) and whether or not schools met student learning growth targets set by the state.
- In examining the correlations between teaching conditions and student achievement, Decision Making, Leadership, Time and Facilities & Resources are significantly correlated with higher school level achievement for elementary, middle and high schools.
- Higher teacher turnover and the percentage of teachers on lateral entry licenses are correlated with lower student achievement as measured by the Performance Composite.

2. We know Teaching Conditions matter for **teachers**.

- Teachers with positive perceptions of teaching conditions are much more likely to stay at their current school than are teachers with negative perceptions.
- The areas of School Leadership and Teacher Leadership had the largest effect on teacher retention.

Slide 10

Uses of the Data

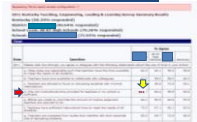
- As a baseline for improvement
- As a way to measure improvement
- As a way to help us prioritize our needs to inform our school improvement plan

Slides 11-12

Summary Report



Summary Report – Finding your School Data



Slides 13-15

Connector Directions

1. Read the rating system
2. Reflect upon each Teaching Condition Construct and rate them from 1-4
3. Reflect and write a few notes about each Teaching Conditions Construct
4. Find a partner and share out key points for 2 minutes each

Connector

Construct	Rating	Notes
1. Student Learning		
2. Teacher Effectiveness		
3. Instructional Practice		
4. School Culture		
5. Leadership		
6. Community		
7. Resources		
8. Assessment		
9. Professional Learning		
10. Governance		

Construct Definitions

- **Student Learning:** The extent to which students are achieving the learning standards and demonstrating proficiency in the learning standards.
- **Teacher Effectiveness:** The extent to which teachers are effectively planning, implementing, and assessing instruction to meet the needs of all students.
- **Instructional Practice:** The extent to which teachers are using effective instructional practices to promote student learning.
- **School Culture:** The extent to which the school has a positive climate and culture that supports student learning.
- **Leadership:** The extent to which school leaders are effectively managing the school and promoting student learning.
- **Community:** The extent to which the school has a strong relationship with the community and promotes student learning.
- **Resources:** The extent to which the school has sufficient resources to support student learning.
- **Assessment:** The extent to which the school is using assessment to monitor student learning and inform instruction.
- **Professional Learning:** The extent to which teachers are engaged in ongoing professional learning to improve their practice.
- **Governance:** The extent to which the school has effective governance structures and processes to support student learning.

3. Principals and teachers have different perceptions of their teaching conditions.

- Everyone sees things differently, not just administrators and teachers. Elective teachers have different perceptions than core subject teachers. Elementary teachers view conditions separately from high school teachers, and newer teachers have an outlook on their schools that differs from veterans.
- There can be many different reasons for this, ranging from ownership to empowerment to specific skill sets.
- What is critical about this point is the need to open dialogue about this issue and find common ground.

Uses of the data

- as a baseline for improvement
- as a way to measure improvement
- as a way to help us prioritize our needs to inform our school improvement plan

Review of Summary Report

Connector

We are about to begin a connector, or activator, to get you thinking about the teaching conditions in our school.

1. Hand out Construct Reflections Connector Worksheet.
2. Read the constructs aloud.
3. Let participants know that they will ALL have different ideas of what each construct means, and that is okay.
4. Read over the 1-4 rating system, noting that 4 is the highest.
5. Have them reflect upon each aspect of their OWN teaching conditions regarding each construct and rate them 1-4.

Prioritize the Constructs

- Prioritize the Constructs on your own
- Compare your list with your table group
- Together decide upon a common list
- Highlight your greatest NEED(s)



6. Jot down notes about their thinking on the worksheet, both positive and negative aspects.
7. Take 5-7 minutes to think and write.
8. Find a partner and share your thoughts.
9. We mentioned earlier that educators' perceptions are their reality and that their reality drives their decision-making. Different educators in the school building can have entirely different perceptions on the same topic, and none of their positions are necessarily right or wrong. Because of this, it is imperative that educators are in regular communication with each other to better understand each other's perspectives as well as find common ground.

Segue

Now that we've thought about our own conditions, let's take a look at WHY we're talking about teaching conditions.

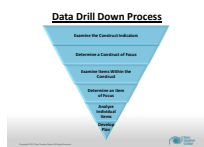
Slide 16



Areas of concern -

1. Look at survey data.
2. Identify constructs with numerous/multiple areas of concern.
3. Select a specific item for each construct.
4. Give possible causes/reasons for each item.
5. Brainstorm strategies for improvement.

Slide 17



About the TELL Drill Down Process:

STEPS:

1. Go over the basic drill-down process (graphic).
2. Look at the TELL website – types of reports.

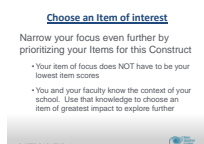
Outcomes:

- to allow participants to understand the layout of the website and the different types of reports available to them
- to see the big picture in the Drill Down Process

The Drill Down Process

1. Here is a graphic of the Drill Down process. It's shaped as an inverted pyramid to show that we start with a large mass of information that we are going to mine, or "drill down" into, until we find a specific focus where we want to spend our time and energy to improve teaching conditions.
2. By the end of the day, teams will have decided on a prioritized focus, and then we will look specifically at the strengths and needs of this construct and item to come up with an action plan that addresses the needs and moves forward.

Slides 18-19



Summary Report

Summary Report

Construct	Item	Percent Agreement
Construct 1	Item 1	85%
Construct 1	Item 2	75%
Construct 1	Item 3	65%
Construct 1	Item 4	55%
Construct 1	Item 5	45%
Construct 1	Item 6	35%
Construct 1	Item 7	25%
Construct 1	Item 8	15%
Construct 1	Item 9	5%
Construct 2	Item 1	70%
Construct 2	Item 2	60%
Construct 2	Item 3	50%
Construct 2	Item 4	40%
Construct 2	Item 5	30%
Construct 2	Item 6	20%
Construct 2	Item 7	10%
Construct 2	Item 8	5%
Construct 2	Item 9	2%

Choose an Item of Interest

1. The Summary Report. This gives an overview for each Construct and Item that was answered with the descriptors "Strongly Agree" to "Strongly Disagree."
2. Let's examine a summary report and see how this data is different from the Detailed Report:
 - a. Here, the data reveals a snapshot, or summary, of each construct (group of questions) and item (specific question).
 - b. This section only shows items (questions) that were answered with the indicators of "strongly agree" to "strongly disagree."
 - c. This report shows only "percent agreement," which includes the **consolidation of both "agree" and "strongly agree" responses**. You might immediately assume that if this percentage of educators agrees, then the rest of the educators who responded would have to disagree, but be a bit careful here. Many could have answered, "Don't know." You will have to look back at the Detailed Report to be sure.

	<p>d. The comparison data shows your results in a vertical chart. Your school results are in the first column (under the red arrow). The second column shows data for all schools in the same academic level (i.e. elementary, middle and high, under the rose arrow). The district results appear in the third column from the left, under the green arrow, and the state data is in the right column (under the orange arrow).</p>	
	<p>Determine a Construct:</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. Use indicator questions to see the big picture. 2. Prioritize Constructs. 3. Choose one to examine in depth. <p>Outcomes:</p> <ul style="list-style-type: none"> • to prioritize constructs • to determine a starting point for the process 	

Slides 20-22

Item Findings

- Are there any patterns?
- Which items are most populated?
- Which items can we rule out?
- What does this tell us about our current needs?

Process for Analyzing an Identified Item



What's Working? What's Not?



Slide 22-23

What's Working? What's Not?



Fill in your own "What's Working"



Item Analysis:

STEPS:

1. Process for Analyzing an Item overview
2. What's working/what's not explanation and example
3. Participant fill-in chart
4. What's Ideal/Challenges – explanation and example
5. Participants fill in Graffiti wall

Intro - Process for Analyzing an Item – overview graphic

1. We are going to look at one way to analyze this question. This way is more linear, with graphic organizers.
2. This slide indicates the basic process, in which we will use the four boxes that make up the process: What's Working?/What's Not Working?/What is the Ideal? and What are the Challenges to the Ideal?
3. We need to take an in-depth look at the reality of this item as seen in our school. We need to know where we stand before we can move forward. So, we're going to think about the following four ideas for the next several minutes.
4. Just as in your classrooms, we need to assess so we know where to start, and we need a goal, or exemplar, to keep in mind as we move forward.

What's Working/What's Not? Explanation, Example and Work Time

1. Let's start by examining the graphic organizer. On the far left we have "Item to Examine." This is the question we wish to explore further.
 - a. Ex. – School A's teachers felt they had NO time to collaborate with their colleagues.
 - b. We chose _____, so write that in the left- most box on your worksheet.
2. Then we have Positive Factors. These are all of the good things we can think about dealing with this issue. Even though we may not have scored well here, and perceive this as a need for our school, there are still things that are working for people, and we are doing some aspects well.

- a. In school A, the district gave protected time for Professional Learning Communities. (Read over the three positive factor examples.)
 - b. Take a couple of minutes as a table group and write in three pieces of evidence that _____ item is in place in our school, even on a small scale.
 - c. Share out one Positive factor per table.
3. Now contemplate how these positives affect your teaching or the effect it has on the school as a whole.
 - a. For example, school A had dedicated time once a month for PLC planning. (Continue with effect example.)
 - b. Again as a group, discuss and record POSITIVE effects of _____ for yourself and our school.
4. Finally, thinking of “Moving Forward,” how do we take what we have and make it bigger and better? Think of how you can take the positive factors from micro to macro and extend the influence.
 - a. School A expanded its PLC from the school level to a bigger, more influential district-wide PLC times several times a year. (Continue with examples.)
 - b. Bring it back to our issue of _____; how do we take our positives and expand our influence or make it bigger and better?
 - c. Work with your groups. Be CREATIVE and think outside of the box!
5. Let’s move to the bottom half of the graphic organizer. We chose this item for a reason. Clearly some things in this area aren’t working as well as we’d like. As we just saw when looking at the positives, we do have points of light, but now we need to start thinking of what specifically is broken.
 - a. For school A, the teachers were overwhelmed with additional duties during their planning times. (Read the three examples.)
 - b. Take a few minutes to individually think of our area of need, and pinpoint what the actual issues are.
 - c. Discuss as a table group and write at least three challenges and the effects they have on your teaching.

6. This time, instead of taking the issue and making it bigger, let's minimize it, or troubleshoot it.
 - a. School A found ways to take back precious planning time by... (Read the three examples.)
 - b. Let's give this section a little more time for discussion. Again, be creative and comprehensive. It could be easy to dismiss people's ideas and say, 'that won't work here.' Instead, try to focus on the CAN DO's instead of the CAN'Ts. Remember, strategies work differently depending on age, personality, subject matter or other factors. There is no guarantee that because it works for one person, it can work for all people, so be tolerant and open-minded.

Slide 24

Ideal Example

What is Ideal? What are the Challenges?

Item: _____

Item	What is Ideal?	What are the Challenges?
1. School A found ways to take back precious planning time by...
2. Let's give this section a little more time for discussion. Again, be creative and comprehensive. It could be easy to dismiss people's ideas and say, 'that won't work here.' Instead, try to focus on the CAN DO's instead of the CAN'Ts. Remember, strategies work differently depending on age, personality, subject matter or other factors. There is no guarantee that because it works for one person, it can work for all people, so be tolerant and open-minded.
3. We've just analyzed strengths and needs for our item, and soon we'll begin making an action plan. But before we do so, we need to decide where we're going. We need to set a clear path for everyone to see and follow.
4. What do we really want? What is the ideal? I know this may be an interesting concept for some of us. How do we know what the ideal is if we've never seen it? But this is the time to think big and DREAM! If a magical fairy came down and granted your every scholastic desire, what would _____ look like HERE, at this school, with the same kids, parents, teachers and administrators?
5. Let's explore School A's ideals and challenges and how it wanted to overcome those challenges and get to their ideal state.

What's Ideal/Challenges – Explanation and Example

1. We've just analyzed strengths and needs for our item, and soon we'll begin making an action plan. But before we do so, we need to decide where we're going. We need to set a clear path for everyone to see and follow.
2. What do we really want? What is the ideal? I know this may be an interesting concept for some of us. How do we know what the ideal is if we've never seen it? But this is the time to think big and DREAM! If a magical fairy came down and granted your every scholastic desire, what would _____ look like HERE, at this school, with the same kids, parents, teachers and administrators?
3. Let's explore School A's ideals and challenges and how it wanted to overcome those challenges and get to their ideal state.
 - a. In School A's perfect world, no teacher would ever have to cover another teacher's class. (Cover - meaning to step in and teach someone else's class during your free time, planning period or lunch.) In reality, they knew that wasn't possible, since emergencies will always happen, so to bridge the gap and get closer to the ideal, they came up with several options. They wanted to put a rotation schedule in place for teacher coverage to make it equitable among the staff. They also decided that covering a class wouldn't be so bad if they knew they were getting something out of it. They made a list of possible rewards that would help them feel compensated for their time. They also put several non-negotiables in place for what had to be present during coverage (seating chart, lesson plan, extra work).
 - b. (Go over the other three examples.)

Slide 25

Where are we Going?
What is Ideal? What are the Challenges?
Item: _____

What are the challenges?	What are the challenges?	What are the challenges?

Participants fill in “Where are we going” chart

1. Let's focus in on our ideals. When we think about _____, what do we really dream about seeing? Why can't we have it? And how do we go about getting it?
2. Brainstorm a list of IDEAL situations for this item.
3. What did you come up with? Ask participants to share ideas.

Slide 27

Graffiti Wall Ideals
Record 2 or 4 Challenges in the Ideal
Brainstorm as many ways to overcome those challenges as possible

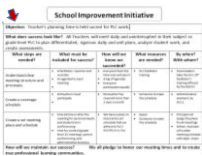
CHALLENGE #1	CHALLENGE #2	CHALLENGE #3
Way to Overcome	Way to Overcome	Way to Overcome

Graffiti wall directions for the facilitator - Participants simply fill in the graphic organizer. You will NOT get a consensus here about ideal situations. That will happen during the goal-setting process.

**Segue: So it seems that we have... (Summarize the finding)
Let's build on this by beginning to address some of these issues.**

Slides 28-30

[How to Create an Action Plan](#)



Slide 31

[SMART GOALS](#)

- Specific
- Measurable and Observable
- Attainable
- Realistic
- Timely

Action Plan:

STEPS:

1. Explain action plan worksheet.
2. Create one action item.
3. Work time.
4. Share out.

Outcome:

- to create a plan that effectively improves one specific teaching condition

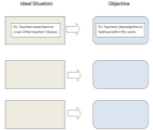
Creating an objective:

1. We've spent a lot of time considering one area that we perceive as our greatest limitation. Now it's time to turn this around. We need to start by creating a concrete goal.
2. Let's look at our **Action Plan Template**. (It can also be called a **School Improvement Initiative** or any other befitting title. If you have an existing template, please use that.)
3. Remember, goals should be **SMART** -
 - a. **S**pecific
 - b. **M**easurable and Observable
 - c. **A**ttainable
 - d. **R**ealistic
 - e. **T**imely

(Elaborate on these concepts as needed for your staff.)
4. Review the list of "Ideals" your teams came up with on the Graffiti Wall. Many of them may be similar, and they should be able to be clustered together under one goal.
 - a. Ex. School A had four ideals:
 - i. Teachers never have to cover other teacher's classes.
 - ii. Teachers are never asked to a last-minute meeting.
 - iii. Meetings are efficient and pertinent, and everyone contributes equally.
 - iv. There is a set time and place for all meetings.
 - b. Notice that Ideal 1 and 2 both deal with planning time being taken up, whereas Ideal 3 talks about the quality of meeting time, and Ideal 4 talks about the logistics of time and space.
5. As a group, looking at the Graffiti Wall, decide which ideals can cluster together.

Slide 32

Sample Change an Ideal Situation into an Objective



Slide 33

Creating Objectives

- Come to consensus about a single objective by combining dominant ideas
- **Place a Check** by key nouns that are repeated
 - Time, Planning, Meeting
- **Underline** key verbs/adverbs that are repeated
 - Meet Efficiently, Listen carefully

Slide 34

Finish the Action Plan

- Fill in the assigned section of the Action Plan with your table group
 - What must be included?
 - How will we know we succeeded?
 - What resources are needed?
 - By Whom? / By When?
- Report out
- Commit to the goal

Slide 35

Congratulations!! We DID IT!!

- This is only the beginning!
- We've worked and identified an area for growth
- We've made an action plan for **HOW** we'll improve.
- Now we have to **DO** it.

6. Now we need to change this ideal into an objective.
 - a. School A changed their first two ideals into one objective, "Teachers' planning time is held sacred for PLC work."
 - b. This objective is fairly broad, but they gave it specificity within the framework of the Improvement plan.
7. Create your own Objectives at your table using the "Change an Ideal Situation into an Objective" page.
8. Remember that any objective/goal must be phrased in the positive, and it must ultimately support student achievement.
9. Record your objective on the Action Plan in the "objective" box (red arrow).

Decide on Specific Steps

1. Most objectives are complex and multi-faceted. Take a moment and look at the rest of the page. You see Steps Needed, What is Included, What is Included in those Steps, How will Success be Measured, Resources Needed, and By When? With Whom. Let's examine School A's plan before we jump into our own.
2. Together, decide what needs to be done to maintain this success. Make a "pledge" or a commitment to this goal. (You may even wish to have all members sign the paper as a gesture of dedication.)
3. Stand and applaud! You did it! You all came together and created a plan that is good for teachers, administrators and students! Congratulations! 😊

Slide 36

Special Thanks to:
Brian Adams and Victor McElrath (Knox County Intermediate School)
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Ann Medlock (Two students (JHS))
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for the development of the TELL KY SBDM Training Materials.



Closure:

STEPS:

1. Final Remarks
2. Evaluation

Final Remarks

We just went through a process that was vital to the improvement of our school. We started with a few pages of data and turned it into a real, concrete, workable action plan that is focused on real issues for our teachers and ultimately for our students.

But it was just a first step. If we consider that we are done NOW, we are done. Finished with growth, that is. This has to be a constant, continual process for all of us. We need to continue to go back to the data, find what is working and make it better, and identify areas of need to fill.

Our goal is to change the teaching conditions in this school for the better, so that teachers want to come to work every day and teach ALL students to achieve at high levels.

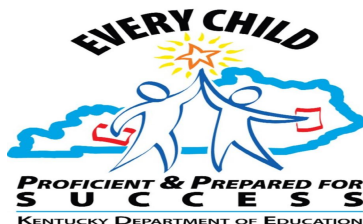
We all deserve it. Our students deserve it.

Thank you for your hard work and dedication. We'll continue this process on _____ (set a time and date).

Evaluation

I'd like to know how the process went for you. Please fill in your evaluation and leave it _____.

Thank you ALL!!





Special thanks to:

Brian Adams and Victor McElfresh (Mason County Intermediate School)

LuAnn Asbury (KEA)

Ronda Harmon (KASC)

Liz Erwin (KASC)

Ann Maddock (New Teacher Center)

Troy Teegarden (KDE)

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